

# Anthropology Department Newsletter

## Colorado College

---

Issue No. 1

Fall 2005

---

### New Wall Mural Painted in Archaeology Lab

Students of Ruth Van Dyke's AN320 Field Archaeology course recently painted a mural on the east wall of Barnes 410. The room, which houses the archaeology lab, now has a sandstone colored wall sporting rock art observed at a site the class surveyed in southwestern Colorado.

After a breakfast at the famed King Chef (which is accustomed to dishing out grub to CC students on Saturday morning), Katie Baer, Tucker Robinson, Becky Poore, Kellam Throgmorton, and Ruth Van Dyke returned to tape up the trim and roll on some paint.

Under the artistic direction of Katie, the wall now looks like a sandstone cliff band containing a small McElmo style masonry granary above the teaching collection storage lockers. Kellam mixed up a batch of lighter colored paint, and rock art from 5MT 1693 and other sites was added to the wall. Handprints, corn plants, and birds can all be seen—if you look close. Rather than try to match the actual color of pecked and incised elements on a light colored wall, the decision was made to make the rock art faint by other methods to replicate the experience of finding rock art in the field.

The representation of the 1054 supernova located in Chaco Canyon is obvious, however, as a red handprint, crescent, and 10-sided sunburst.

Hopefully, the new wall color will add a little warmth to relatively sterile room. Already the lab has seen some activity as archaeology students prepared a poster for the Southwest Symposium in Las Cruces, NM. Students continue to use the facilities (which now has a couch thanks to the paraprof!) to work on their theses, the first draft of which is due Block 6.



Kellam and Becky roughing out the wall



Katie adding some of the details

---

The Anthropology Department Newsletter is edited by Kellam Throgmorton, the paraprofessional. If you would like to make a submission, feel free to email me at [kellam.throgmorton@coloradocollege.edu](mailto:kellam.throgmorton@coloradocollege.edu). Alumni are especially welcome to send in a 150 word update, letting us know what you are up to these days. Pictures are cool too!

---

## Tales from the Field

On Wednesday, November 30th, the Anthropology Department hosted the second “Tales from the Field”, bringing together students and faculty to hear about fieldwork undertaken by members of the senior class. Pizza and pop were provided by the department (a larger percentage of males than usual contributed to the pizza’s untimely demise—depriving the paraprof of a cheap dinner).

Four students related experiences from their fieldwork, most of which had been carried out over the summer or in the past few months. Two students hailed from the archaeology side of the department, and two from cultural anthropology.

**Seth Byrnes** is writing his senior paper on statistical comparisons of stone tools and lithic debitage observed in southwest Colorado by the past three Field Archaeology classes. One of the difficulties with his work, he states, is that the nomenclature used to describe tool types varied from year to year. His fieldwork experience—as a member of the most recent Field Archaeology class—elucidated some of the causes of the discrepancies: members of his own class would interpret the same tool different ways. In addition, only time and experience can impart a thorough knowledge of lithic analysis. However, he noted—and Prof. Van Dyke agreed—the class improved their accuracy and confidence as they spent more time in the field. When completed, his analysis may help illustrate the difference between Basketmaker III and Pueblo III period surface artifact assemblages.

**Tucker Robinson**—also a member of the 2005 Field Archaeology class—spent part of the summer visiting Chacoan and post-Chacoan outliers in the San Juan Basin, New Mexico. Accompanied by Prof. Van Dyke, Tucker particularly enjoyed seeing lesser-known sites that are rarely visited. “You could hardly walk without stepping on an artifact,” he explained. His original senior paper plan involved examining defensive sites in the Four Corners such as Crumbled House, a 250-room post-Chacoan outlier located on a wedge-shaped promontory which he described in detail to the assembled members of the Anthropology department. After his experiences in the Northern San Juan region with Field Archaeology, however, Tucker was struck by the frequency of towers in that region, as opposed to the lack of towers to the south. He may now examine the existence of towers as partially a response to topographic conditions.

After previously studying abroad in Costa Rica, **Alyssa Goldberg** returned to Ostional, the only place in the world where sea turtle eggs are legally harvested. Collection occurs for four hours a morning, three days running, as turtles come ashore once a month to lay their eggs during what is called the *arribada*. Alyssa sought to understand what effect this unique event has on the community of Ostional, and what kind of culture surrounds the egg harvest. Venturing to the town on her own, Alyssa—who speaks Spanish—had difficulty tracking down contacts, despite her knowledge of the language. All the same, the egg harvest pervades local culture: Alyssa relates that the eggs are cooked in omelets, served as a shot in local bars (chased with a beer), and used as a general “cure-all” by the community. The Costa Rican government oversees the harvest, the proceeds of which are great enough to support the community.

**Christina von Mertens’** senior paper work originally revolved around the relationship between farmers, recreational boaters, and water rights in Colorado. However, her focus has changed as a result of an experience on the Taylor River, near Gunnison. State law allows passage for kayakers on “all navigable waterways” regardless of property ownerships on the banks. While running a stretch of the river, Christina says, her party was forced to portage around a man-made dam. Next thing they knew, a farmer with a gun appeared and ordered them to follow him to the county sheriff. The sheriff later determined that the dam the farmer had built was illegal—it ruined the navigability of the river, giving kayakers no choice but to enter his property. This turned Christina’s attention to examining how recreational users influence policy on waterways in Colorado.



## Intro to Archaeology Field Trip to Picketwire Canyon

Near the end of Block IV, Professor Ruth Van Dyke's Introduction to Archaeology class went on a field trip to Picketwire Canyon, in the Comanche National Grasslands outside of La Junta, Colorado. The purpose of the trip was to expose the students to archaeology in the field. Picketwire Canyon is an ideal location for the trip—it is within a few hours drive of Colorado Springs, and contains archaeology in both the Archaic and Historic periods.

After Jim, the driver, successfully rallied the CC bus over about 10 miles of dirt road, the class ate lunch at the trailhead overlooking the valley below. They then made their way down into the canyon, where they helped locate the first site: a large quarry area and lithic scatter covering a number of acres on the slopes beneath a rock outcrop along the canyon rim.

Truth be told, it wasn't the most ideal place to bring beginning archaeologists for the quartzite lithic material does not make typical or easy to identify flakes. In addition, although most Archaic peoples in the area generally exploited high quality stone materials and invested considerable energy into the creation of flaked lithic tools, the lithic scatter yielded only rather expedient tools such as retouched or utilized flakes. However, the paraprof located two pieces of groundstone which demonstrates that the hunter-gathers who occupied the canyon were processing plant materials on the relatively productive canyon floor.

The class then continued along the canyon edge and came to the site of an Anglo Historic period settlement. The approximately three-room dwelling had walls of stone and adobe and wooden roof beams. The dispersed midden contained light purple glass, indicating at least some of the midden was deposited before 1917, when arsenic was no longer added to clear glass (the arsenic turns purple in sunlight).

Up the steep, grass-covered hill behind the settlement were a number of large boulders with rock art panels. The most impressive panel contained a heavily patinated and fragmented surface on which were pecked a large variety of figures, including: a number of human figures holding axes and bows or shields, a possible representation of an owl, circular geometrics, and a pecked, negative handprint. After examining the panel for a good twenty minutes, the class began the hike back out of the canyon.

The weather cooperated all day, granting sun and refraining from wind, and the temperatures hovered in the upper 30's most of the day. The long bus trip to and from Picketwire Canyon gave ample opportunity for some extra sleep, which this paraprof certainly enjoyed.



# Senior Anthropology Major Lizz Mueller writes about studying in Tanzania

For the past 4 ½ months I have been living and studying in Tanzania, East Africa. While it is not my first study abroad experience, it has definitely been the most meaningful and memorable. I participated in a program called Associated Colleges of the Midwest (ACM). The ACM fall semester in Tanzania is heavily based in science, and students take classes in Human Evolution and Ecology of the Maasai Ecosystem. An intensive Kiswahili course is also included to teach students the national language of Tanzania so they can better communicate with the local people they interact with every day. Lastly, there is a Research Methods course which emphasizes an independent field research project that each student must conduct during the course of the semester. This was my main interest in the ACM Tanzania program, because I was very interested in conducting my Colorado College senior anthropology thesis research while I was there.



The ACM Tanzania fall program included extensive time spent living and studying at the University of Dar es Salaam and an adventure-filled, seven week-long field session in which students and directors lived and worked in “the bush” in beautiful northern Tanzania. There was a one week Ecology field practicum in Serengeti National Park, Ngorongoro Conservation Area, and Lake Manyara National Park, as well as a 10-day Human Evolution field practicum in Endulen, Laetoli, Olduvai Gorge, and the Lake Eyasi Basin. The one month, independent research portion of the field session took place in Tarangire National Park. I attempted to determine what would be the best way to educate people in the Tarangire Area about STDs, particularly HIV/AIDS, a mysterious and tragic disease which 28.5 million people are living with in Sub-Saharan Africa alone.



Ngorongoro Crater, Tanzania

I conducted interviews with people in the Tarangire Area with the help of a translator and asked a variety of questions. To sum it up, I found through the course of interviews that people in the Tarangire Area desperately need HIV/AIDS and STD education. They preferred to have education provided to everyone in the community in the context of a formal seminar. People stated most often that they would prefer to be taught by a professional from outside the community. Another popular education preference was to have village leaders attend HIV/AIDS and STD education seminars and then have them teach people in their respective villages. While this was only a preliminary, short-term project, I hope to continue it to ensure that the people of the Tarangire Area can receive the education and healthcare they need for STDs and HIV/AIDS.

This fall semester has been a near overload of life-long, lesson learning. It was very stressful at times, and the workload was very heavy and difficult, but I wouldn't trade these 4 ½ months for anything in the world. Living and studying in a poor, developing country in Africa has had an impact on me that will last the rest of my lifetime. I know it sounds cheesy, but it is true and hard to describe in words. Living and interacting with people of a culture so different from my own was greatly helped me to appreciate many things that I would have taken for granted before this semester. I feel blessed to have been able to make some lasting friendships with people in my program, as well as Tanzanian people whose lives I would like to make a difference in. Everyone in this program would say immediately that they want to come back to Tanzania, and I am no exception. I hope to return so that I may continue my research and truly make a difference in the lives of at least a few people in this wonderful country.



Lizz Mueller and Anne Barker with several women in the Enyorata basket making group who provided a lot of help and information.



# Tips for applying to Graduate and Professional Schools from Pauline Turner Strong (UT Austin)

Dr. Strong gave a seminar on the graduate school admissions process while she was visiting CC to deliver a presentation on Native American practices appropriated by the Campfire Girls. Dr. Strong came at the invitation of Visiting Professor Michael Trujillo, who received his Masters degree from UT Austin.

## 1. Understand the graduate admissions process

- Decisions are made within the department (reviewed by members of the faculty)
- They are interested in “your project”; (what are you wanting to do?)
- Why is the school(s) you are applying to the right school(s) for you?

-Over 50% of anthropology Ph.D.'s aren't professors-  
-Job satisfaction is higher among applied anthropologists than academics-

## 2. Consider professional degrees as well as graduate degrees

- Know why you are going to grad school in anthropology, or your sub-field
- Think about “applied” or “activist programs” → prepare for your fields outside of academia
- In “applied” anthropology you’ll have more career options, both career-wise and geographically (i.e. where do you want to live?)

## 3. For graduate school realize the importance of independent research and prepare yourself for it

-In cultural and linguistic anthropology, you often can choose your own projects-  
-In biological anthropology and archaeology, you often assist someone else's projects-

## 4. Do your homework: gather information about appropriate schools from professors and the internet

- Your professors will know other professors
- Look at faculty publications at your prospective graduate school: who do you want to work with?
- Enter into this relationship as carefully as you would marriage!
- Look into contacting prospective advisors before you go to grad school
- Perhaps plan a visit—before you apply or after admission

## 5. Respectfully contact professors you may want to work with

- Name dropping can be okay (I took a class from so-and-so)
- Think about contacting in the fall

## 6. Only apply to schools with a good/excellent reputation

- You will really only find this out by talking to your faculty

## 7. Simultaneously apply for financial aid

- Rather different than undergrad financial aid
- With proper aid you can get 3-4 years of funding
- Graduate programs have their own funding—teaching assistantships: ask if they are available, how long, etc.

**\*see box for a few possible fellowships\***

### Fellowships

- meet deadlines and fulfill requirements-  
National Science Foundation  
-four-year graduate fellowships  
-stipend and tuition  
FLAS Fellowship  
-“Foreign Language Area Study”—for overseas study  
Jacob K. Javits Fellowship  
-Funding for Ph.D. seekers  
Ford Diversity Fellowship  
-prioritizes applicants who will increase the diversity of their graduate program

## 8. Craft a focused statement of purpose—really important

- Not the same essay that got you into college—you’re a professional now
- “I want to study this” with “X,Y,Z”; perhaps explain why location of school is good for your personal interests
- If changing directions from your undergrad work perhaps phrase something in these terms: “At CC I had access to these topics and fields, and I studied this. I would like to now study this new topic with you”
- 2 pages is a good length

-Deadlines are usually around Dec. 1st. With no job, you could begin process sometime in September, but that might be cutting it close-  
-Schools are reticent to admit students without funding-  
-By using a Placement Service, you can have a letter of recommendation on file that was written when your work (and name and face!) was still fresh in a professor's mind-

## 9. Choose an appropriate recommender and treat them well

- CC gives you a leg up, because you know your professors fairly well
- When you ask for a recommendation, give them the full package—grad school info, letter of intent, stamped envelopes, etc.
- Think about asking a month before stuff is due

## Some Alumni Updates

### Corey Josselyn '04

Currently I am in my second year of graduate school at Michigan State University. I am pursuing a masters degree in Forensic Science, with a specialization in Forensic Anthropology. In addition to my course load I am also a lab assistant in our forensic anthropology lab and actively participate in a number of forensic cases each year. Here at Michigan State we do a number of cases each year that involve the identification of human remains, the analysis of trauma, and are also involved with a number of photo-photo and photo-skull comparisons and superimpositions. I am in the process of writing up my thesis proposal for a project that involves photo-photo comparison using surveillance video and exploring the validity of those images for identification purposes. Hopefully I will be able to defend in either May, or by the end of the summer.

### Lauren Ciborowski '04

Since August of 2004, I've been employed at El Paso Natural Gas Company here in Colorado Springs. I work in the Environmental department, and I'm mostly involved in tribal consultation. El Paso is the largest natural gas distributor in the nation, so as you might imagine, we have the potential of impacting tribal lands with our projects. I have the privilege of helping maintain good relationships with the tribes, and I get to travel to many reservations in order to do so. I seem to visit the Navajo Nation most frequently, though I plan on visiting tribes throughout Kansas, Colorado, and Wyoming in the next few months. Meanwhile, I'm also continuing my studies of piano in the hopes of furthering my concert career! I feel very fortunate to have a job that is related to my major, and I'm especially grateful for all of the classes I had at CC that prepared me for the archaeological and cultural aspects of my job.

Submit *your* alumni update to:

[kellam.throgmorton@coloradocollege.edu](mailto:kellam.throgmorton@coloradocollege.edu)

### Kat Chapman '04

After graduation, I worked as an intern at the National Museum of Health and Medicine in Washington, DC. It was a fantastic opportunity to see physical anthropology at work. This year, I began attending Texas State University to receive my master's in forensic anthropology. Just this week, I finished up nine hours (Yep, that's three whole classes) in theory, archaeology, and osteology. The program has a great diversity of students and professors interested in each of the disciplines. Every one of the twenty graduate students adds something special to our program; many times I think that my background with the block plan has helped keep the group on task and focused on the subject at hand. While it seems inconceivable, having more than one class is possible. Just remember what your professors have been stressing all along: work as hard as you can today, and then do it again tomorrow. Although, I'm still waiting for my block break!!!

## Some random pictures



Trevor Farmen builds an atlatl dart in the archaeology lab



AN208 Intro to Museum Studies field trip to the Denver Art Museum



Students at lunch in Denver after the Museum Studies field trip